



# Holistic Progress Card — Teacher Quick Reference

Secondary Stage · Academic session January–December · Pin this where you can see it



## HOW IT WORKS

Filled across the whole year by four people: **the student (self)**, a **classmate (peer)**, **you (teacher)**, and a parent where possible. It tracks growth, not just marks. The process matters as much as the final product.

## THREE ABILITIES

**Awareness** *the head*. Understands what and why.

**Sensitivity** *the heart*. Works with people, cares about impact.

**Creativity** *the spark*. New ideas, tries another way.

## THREE LEVELS

**Beginner** — starting out, needs support. **Not a fail.**

**Proficient** — can do it with some help.

**Advanced** — alone or with little help.

## WHAT TO FILL · WHO · WHEN

| PART                                | WHO          | WHEN                                                   |
|-------------------------------------|--------------|--------------------------------------------------------|
| <b>A1</b> General information       | <b>T</b>     | Jan                                                    |
| <b>A2</b> Goals & self-evaluation   | <b>L</b>     | Feb–Mar                                                |
| <b>A3</b> Time management           | <b>L</b>     | Mar · again each term                                  |
| <b>A4</b> Plans after school        | <b>L</b>     | Feb                                                    |
| <b>A5</b> Accomplishments inventory | <b>L</b>     | Jan · revisit Dec                                      |
| <b>A6</b> A skill for life          | <b>L</b>     | Aug (mid year)                                         |
| Online courses plan                 | <b>L</b>     | Feb                                                    |
| <b>B</b> Group Project              | <b>T L P</b> | Mar–May or Aug–Oct                                     |
| <b>C</b> Problem-Based Inquiry      | <b>T L P</b> | Mar–Oct                                                |
| <b>D</b> Classroom Interactions     | <b>T L P</b> | From Feb · start here                                  |
| <b>E</b> Online courses             | <b>L T</b>   | All year · close in Nov                                |
| <b>F</b> Time inventory             | <b>T L</b>   | As each activity ends · check each term · close in Nov |
| Competency Profile                  | <b>T</b>     | Dec, after E and F                                     |
| PE observations                     | <b>T</b>     | Several sessions, through the year                     |

## THE THREE ACTIVITIES

### Group Project

a group · 1–2 weeks · makes a model, performance, or document

**S1 Planning T L S2 Draft T S3 Final T L P**

*S3: teacher writes a rubric for the final product.*

### Problem-Based Inquiry

one student · max 10 questions / 5-min interview · at least 10 people

**S1 Draft plan T L S2 Data+draft T L S3 Final+review T P**

*The learner ticks at Stages 1 and 2 only. Ends with a solution and its drawbacks.*

### Classroom Interaction

60–120 min · familiar topic · discussion, debate, role play, lab experiment, or digital learning

**Teacher picks 5 points per ability, then T L P tick**

## HOW TO SCORE

- Count the ticks for each ability.
- Write the total in the circle; add across the stages.
- Match the total to the band table — that is the level.

**Careful: T, L and P use different ranges. Always check the right row.**

## THE BANDS

| ACTIVITY · WHO               | BEGINNER | PROFICIENT | ADVANCED |
|------------------------------|----------|------------|----------|
| <b>GROUP PROJECT</b>         |          |            |          |
| <b>T</b> Teacher             | 5–11     | 12–18      | 19–26    |
| <b>L</b> Learner             | 0–3      | 4–6        | 7–8      |
| <b>P</b> Peer                | 0–1      | 2          | 3        |
| <b>PROBLEM-BASED INQUIRY</b> |          |            |          |
| <b>T</b> Teacher             | 0–5      | 6–10       | 11–16    |
| <b>L</b> Learner             | 0–2      | 3–4        | 5–6      |
| <b>P</b> Peer                | 0–1      | 2          | 3        |
| <b>CLASSROOM INTERACTION</b> |          |            |          |
| <b>T</b> Teacher             | 0–1      | 2–3        | 4–5      |
| <b>L</b> Learner             | 0–1      | 2          | 3        |
| <b>P</b> Peer                | 0–1      | 2          | 3        |

**Group Project Stage 3: enter 5 / 10 / 15 for the rubric level (Beginner / Proficient / Advanced), not a tick count.**

**T** Teacher **L** Learner (self) **P** Peer (classmate)

Months are suggestive, following the NBSE Academic Calendar. Counts and sequence as per the printed card.

## GOLDEN RULES

**Beginner is not a fail.** It means "needs support."

Fill a little each term, **never all in December.**

Students and peers fill their own boxes — part of the learning.

**Group Project:** no materials to build a model? The group's plan, drawings and write-up count as the final product.